

The Role of Instructors in Students' Attitude towards Online Learning during the COVID-19 Pandemic: A Case of *Tahfiz* Students

Sharifah Buniamin *

Universiti Tenaga Nasional
Email: sharifah@uniten.edu.my

Norasmaizan Yusoff@Akil

Universiti Tenaga Nasional
Email: Norasmaizan@uniten.edu.my

Muhammad Hafizan Abd Hamid

Universiti Tenaga Nasional
Email: MHafizan@uniten.edu.my

Mohamad Marzuqi Abdul Rahim

Universiti Pendidikan Sultan Idris (UPSI)
Email: marzuqi@fsk.upsi.edu.my

* *Corresponding Author*

Abstract

Purpose: The study aims to examine the role of instructors with regards to the attitude of *tahfiz* students towards online learning during the COVID-19 pandemic.

Design/methodology/approach: Data was obtained through an online questionnaire survey to gain *tahfiz* students' perception on instructors' roles and their attitude towards online learning. There were 109 responses received from *tahfiz* students in Universiti Tenaga Nasional (UNITEN).

Findings: Microsoft Teams and Moodle are the most often utilised modes for teaching and learning and for *tasmi*, whereas WhatsApp is the most favourable mode. The findings show that instructor's enthusiasm is associated with the *tahfiz* students' attitudes towards online learning.

Research limitations/implications: This study provides implications for governments, higher education institutions (HEIs), and instructors in the process of implementing online learning, as well as helps to improve the role of instructors with regards to *tahfiz* students' attitude towards online learning. A clear limitation of this cross-sectional study is that students from only one higher educational institution at one time could participate in this study. This study is also limited in its focus, which is on undergraduate *tahfiz* programmes only.

Practical implications: From a practical perspective, this study not only offers implications for governments and HEIs, particularly for *tahfiz* programmes to better prepare for the move from traditional learning to online learning during this pandemic but is also good practice should there be a similar emergency in the future, can be considered as a good learning alternative practice.

Originality/value: Research on online learning during COVID-19 is considered very timely as this learning approach has been the only way for HEIs around the globe to continue the educational process. Moreover, this study focuses specifically on *tahfiz* students, which makes it different from other studies in related areas.

Paper type: Research paper

Keywords: Instructor's role, Online learning, *Tahfiz* students, Malaysia, COVID-19

Introduction

Online learning refers to learning experiences in synchronous or asynchronous environments using different devices with an internet access to learn (Singh & Thurman, 2019). Recently, due to the COVID-19 pandemic, there was a tremendous migration from face-to-face to online learning, particularly in higher education institutions (HEIs). The pandemic has forced the closure of educational sectors at all levels. The World Health Organisation (WHO) announced COVID-19 as a pandemic due to its rapid spread and the severity of the deadly virus across the world (WHO, 2020).

The global pandemic has impacted HEIs in Malaysia, with the Malaysian government issuing a movement control order (MCO) that has completely hampered the institutions' operating activities. The MCO has put a pressure on HEIs to migrate its teaching and learning from the common norms to the implementation of online learning. However, this migration presents significant challenges, particularly for students. They must have access to technology, which is the key indication of online learning preparedness (Rasheed et al., 2019).

Furthermore, students who practice independent learning will certainly face technical difficulties and challenges in adapting to this type of learning platform. While the pandemic has shaken the traditional face-to-face mode, it has also provided HEIs and students with the opportunity to improve online learning.

The emphasis of this research is on Universiti Tenaga Nasional (UNITEN) *tahfiz* students' attitude towards online learning. UNITEN launched the JAKIM-UNITEN *Tahfiz* Al-Quran Certification in line with the *Tahfiz* Educational Policy, which seeks to produce professional *Huffaz* (a plural noun of *Hafiz*, a title given to people who memorise the entire Quran). The certificate was specifically developed to generate professional graduates in the fields engineering, computer science, and accounting with the al-Quran. Online learning has influenced *tahfiz* students because when memorising the Quran, students go through multiple stages, which include the acquisition, retention, and retrieval stages (Yaacob & Zain, 2017). *Tahfiz* students should be given adequate guidance on how to recite the Al-Quran while following to regulations such as Tajweed (i.e. laws controlling the manner the Quran should be pronounced during its recitation) because incorrect pronunciation will result in a different meaning (Musa et al., 2018). In general, an instructor engages face-to-face with students during a Quran reading, which helps them to be more effective and eases the learning process. Online learning techniques are frequently less supervised and self-directed (Ferri et al., 2020). Some students require guided education, and without adequate guidance, they may have difficulties to adjust to the online world. Thus, the purpose of this study is to investigate the instructor's roles on *tahfiz* students' attitudes towards online learning during the COVID-19 pandemic.

Literature Review

The COVID-19 pandemic has had a significant impact on the worldwide education sector. The Movement Control Order (MCO) has been implemented in Malaysia, as well as in many other nations across the world to flatten the distribution curve of COVID-19. As a result of this circumstance, educational institutions have been obliged to put a temporary halt on academic operations. To guarantee educational continuity, the Ministry of Higher Education (MOHE) has called on all Malaysian HEIs to postpone students' on-campus and face-to-face sessions and substitute them with online learning (Malaysian Ministry of Higher Education (MOHE), 2020). The most common online learning practises involve the use of various devices with

internet access, such as computers, laptops, tablets, and mobile phones, as well as various teaching and learning modes. Chung et al. (2020) revealed the most preferred online learning medium is pre-recorded lectures that are uploaded to Google Classroom and YouTube. Notably, online learning has impacted students' positivity and academic excellence (Kamal et al., 2020).

In *tahfiz* teaching and learning, the technique of memorising the Quran includes aspects such as determining the pace of memorisation, repetition technique, using *Mushafs* (i.e. Quranic scripts), using simple voice tones, reciting at *Tadwir* speed (i.e. intermediate pace), and using rhythmic voices (Aznil et al., 2014). Quranic memorisation involves processes such as learning, memory-shaping, memory-storage, and recall, and serves as evidence of remarkable cognitive skills that are programmed into human brains (Fauzan & Mohamad, 2017). The learning approach for *tahfiz* students is often face-to-face; however, because of the rapid advancement of technology and the challenge provided by the COVID-19 pandemic, they must now undergo and adapt to the online learning process. Musa et al. (2018) presented a way to help *tahfiz* students memorise the Al-Quran quickly and independently by utilising the *I-Tasmi'*, a mobile application platform. Prior to COVID-19, the application was used to help *tahfiz* institutions to monitor their students at home and long-distance students.

The modern *tahfiz* model was introduced as an alternative to the current secular education system and Islamic education system in Malaysia, whereby the *tahfiz* curriculum is integrated with the current education curriculum so that students are not disregarded from the current mainstream of education (Ismail, 2018). For instance, the *Tahfiz* Al-Quran Certificate in Engineering, *Tahfiz* Al-Quran Certificate in Computer Science, *Tahfiz* Al-Quran Certificate in Accounting, and *Tahfiz* Al-Quran Certificate in Business Administration are among the *Tahfiz* Al-Quran Certificates offered by UNITEN. The students who are enrolled in this programme attend a parallel session. During the same semester, students attend both academic classes and *Tahfiz* Al-Quran lessons. The *tahfiz* subject is taught in the morning session from 8 a.m. to 11 a.m., and then students go on to an academic subject. However, due to the COVID-19 pandemic, UNITEN has changed the method of teaching and learning from face-to-face to online, which includes the *tahfiz* programme.

The online *tahfiz* classes at UNITEN are more flexible in terms of class operation. The classes, which initially ended at 11 a.m., are extended to 6 p.m. due to the challenges that the students may experience at home. Students are required to create a *tahriri* book in addition to reviewing *tasmi'* on a regular basis. *Tahfiz* students write the parts of the al-Quran that they have remembered and recite with the teachers in the *tahriri* book. Before moving on to the next *tasmi'* memorisation, students must present to the instructor the pages that were produced using the online applications. Aside from the slightly flexible class time, online learning uses a variety of online communication apps such as WhatsApp video call, Zoom, Google Meet, Facebook, and others. Given the variety of available online mediums, UNITEN's Teaching and Learning Center (TLC) has issued guidelines on how to use them. UNITEN has also coordinated the use of Microsoft Teams as the official medium for online teaching and learning (Abd Hamid et al., 2020).

Furthermore, throughout the MCO time, the monitoring process of the implementation of the *tahfiz* class was altered from weekly to daily monitoring and reporting. Every day after 6 p.m., the *tahfiz* coordinator checks with all of the instructors, and the names of the students who did not attend the *tasmi'* session are reported. Since students are at home during the MCO, the instructors need to work together with their parents to ensure that the students can give full commitment during the class operation of the *tahfiz* class. In this context, the parents are the most important external factor in the success of *tahfiz* students because they are the closest people to the students (Abd Hamid, 2019; Zakaria et al., 2020).

Students' Attitude

Generally, attitude is a personality related to willingness, disposition, and inclination to act in the direction of a goal based on certain features (Nadeem et al., 2021). Meanwhile, students' attitudes may be described as an individual's impression of participating in learning activities (Sun et al., 2008). The Technology Acceptance Model (TAM) suggests that the attitude toward using a system is determined by perceived usefulness and perceived ease of use (Davis et al., 1989). Prior studies on online learning reported that perceived usefulness and perceived ease of use have a significant effect on attitude (Cheng, 2011; Tran, 2016). Students generally have showed positive attitudes toward the online learning experience (Ismaili, 2021). In the context of this study, students' attitude refers to the extent of an individual *tahfiz* student's positive perceptions of online learning during the COVID-19 pandemic. Nadeem et al. (2021) reported that students' attitude towards online learning was positive during COVID-19 at university level.

Instructors' Role

The role of instructors in the online learning process is crucial in influencing the attitude of students (Bariham et al., 2020; Selvanathan et al., 2020). During online learning, instructors are encouraged to engage and play an active role with the students. Martin et al. (2019) considers instructor facilitation in online learning as one of its main components. There are strategies implanted during the online learning such as systematic design process, backwards design, considered learner needs, and designed learner interaction. The instructors also facilitate students with timely responses and feedback, availability and presence, and periodic communication. *Tahfiz* students rely on their instructors for each process of memorising the Quran, such as *tasmi'* (recitation without a physical Quran with instructors) and *talaqi* (recitation of physical Quran with instructors). Thus, it is believed that the instructors' role will influence *tahfiz* students' attitude towards online learning. This study focuses on three dimensions of instructors' roles in online learning; preparedness, enthusiasm, and interaction.

Hypotheses Development

Instructor Preparedness

Instructors' preparedness emphasises on organisation of their teaching process to students in the classroom (Abdul Rahim et al., 2018). The instructors' preparedness for online learning includes the technological pedagogical content knowledge, their access to computers and the internet, and the level of support and encouragement (Bariham et al., 2020). *Tahfiz* students' may expect instructors' preparedness based on how instructors create a good environment of the groups, apps or any platform through using multiple teaching & learning tools and technologies such as Moodle, MS Teams, Padlet, Kahoot, etc. In addition, their preparedness may be seen from the digital material source provided and use of recorded or live lectures to conduct virtual classes (Abdul Rahim et al., 2018; Mishra et al., 2020). Instructors that prepare diversified practices or modes can motivate students to maintain a measure of memorising the Quran (Yusuf et al., 2019). Based on this discussion, the following hypothesis is formulated:

H1. Instructor preparedness has a significant positive relationship with the attitude of *tahfiz* students towards online learning.

Instructor Enthusiasm

Enthusiasm can be described as the possession of love of teaching and displaying commitment to it (Keller et al., 2013). For instance, the instructor's enthusiasm to motivate, create friendship in the environment of the groups, apps or any platform, provides and maintains a

welcoming, safe, and positive online learning environment. and makes online learning a personalised experience for the students (Mishra et al., 2020). Students see the instructor's enthusiasm for teaching as role models for them to succeed (Abdul Rahim et al., 2018). For *tahfiz* students, their instructors have already memorised the whole Quran (*Hafiz*). The *tahfiz* students may have a high expectation towards their instructors' passion for the Quran. Selvi (2010) reported that instructors' enthusiasm is the most important factor for creating motivation in online courses, and affects students' attitude in online learning. Therefore, the following hypothesis is suggested:

H2. Instructor enthusiasm has a significant positive relationship with the attitude of *tahfiz* students on online learning.

Instructor Interaction

Interaction refers to interactions among students, interaction between instructors and students, and collaboration in learning. Interaction between instructors and students plays a prominent role in the success of online learning (Kunwar et al., 2020; Turley & Graham, 2019). They suggest that interaction establishes a relationship between the students and the instructors, and helps them to be part of the online class. Such relationship is obviously important for *tahfiz* students and their instructors because this promotes student attitudes during online learning. Pituch & Lee (2006) reported that interaction has a direct effect on online learning systems. In online learning, instructor interaction with students involves an internet connection, and can include virtual interactions such as webinar, online lecture, virtual meetings, etc., and uses online tools for learning (Kunwar et al., 2020). Consequently, the following hypothesis is formulated:

H3. Instructor interaction has a significant positive relationship with the attitude of *tahfiz* students towards online learning.

Research Methods

The questionnaire method was used because it facilitates the generalisation of the findings from a large amount of data. The questionnaire was developed using established items from prior literature (Abdul Rahim et al., 2018; Cheng, 2011; Kamal et al., 2020; Mishra et al., 2020; Tran, 2016; Yusuf et al., 2019). The Google form was used as the platform for data collection. This survey platform was chosen because Google forms allow for an unlimited number of surveys and respondents. Moreover, the responses and data from the surveys are automatically collected in Google Spreadsheet (Vasanth Raju & Harinarayana, 2016), resulting in efficiency in terms of time and energy savings, lower costs, more detailed results, and useful features (Sari et al., 2020). The final questionnaire surveys were sent to Universiti Tenaga Nasional (UNITEN) students through their official email addresses in two campuses. The survey was open from February to March 2021 after which, 109 valid responses were received. The data was analysed using descriptive and regression analysis, utilising the SPSS software.

Findings

Descriptive Statistics

Table 1 depicts the demographic information of the respondents. There are 109 respondents in total, where 55% of the students are male and the remaining 49% are female. In terms of campus categorisation, 55 students are from the Putrajaya Campus and 54 students are from the Sultan Haji Ahmad Shah Campus. For the programme, the majority of the students who answered the questionnaires are from the Foundation Programme, which is 57%, and the total

number of students for the Bachelor and Diploma Programmes is matched at 26% each. The students' majors are the Accounting Programme, which is 49.5%, followed by Engineering 33%, and Computer Science 17.4%. In terms of the student's cumulative grade point average (CGPA), they were based on two ranges. Most of the students have a CGPA above 3.5, which is 92.7%, and the remaining 7.3 % between 3.00-3.492. Based on the results, it is shown that the students can score the best results during online learning.

Table 1: Demographic Profiles

Item	Measure	Frequency	Per cent
Gender	Male	60	55%
	Female	49	45%
UNITEN Campus	Putrajaya Campus	55	50.5%
	Sultan Haji Ahmad Shah Campus	54	49.5%
Programme	Bachelor's Degree	26	23.9
	Diploma	26	23.9
	Foundation	57	52.3
Major	Engineering	36	33%
	Accounting	54	49.5%
	Computer Science	19	17.4%
CGPA	3.00 - 3.492	8	7.3%
	>3.5	101	92.7%

Table 2 presents the details of the various online teaching and learning modes that have been conducted in UNITEN for both campuses during the pandemic. The most popular application that has been used by instructors for the teaching and learning process is Microsoft Teams, which is 94.5%. This is followed by Moodle at 88.1%. In UNITEN, all the instructors and students are required to log-in to Moodle, and the instructors will upload the materials and conduct quizzes and tests. The students can upload their answers and assessments to Moodle. Telegram and WhatsApp are also other modes that have been used, the application results being 57.8% and 55% respectively. Other application results are Google Meet at 45.9%, YouTube at 39.4%, and email at 22%. Skype, Google Classroom, Facebook Streaming, telephonic conversation, Zoom, and WebEx as a means of virtual learning are found to be significantly very low in use by the instructors, i.e. between 1% and 9% only.

Table 2: Teaching and Learning Mode

Teaching & Learning Mode	Frequency	Percent
Microsoft Teams	103	94.5
Moodle	96	88.1
Telegram	63	57.8
WhatsApp	60	55.0
Google Meet	50	45.9
YouTube	43	39.4
Email	24	22.0
Skype	11	10.1
Other	6	5.5
Google Classroom	3	2.8

Facebook Streaming	2	1.8
Zoom	1	0.9
WebEx	1	0.9
Telephone Conversation	1	0.9

Table 3 shows the *tasmi*' modes that have been used during the pandemic. The instructors have not only used the varied modes for online teaching and learning, but have also used them for online *tasmi*'. From the various modes practiced, the mode used by instructors for online *tasmi*' the most is WhatsApp, which is 77.1%. The reasons why instructors use WhatsApp for *tasmi*' are: it is easy, it does not have internet problems, and it does not require a lot of data consumption to access. The second application most used for online *tasmi*' is Google Meet at 34.9%, followed by Microsoft teams at 30.3%. These three applications are primarily used by the instructors to conduct online *tasmi*' classes. 10.1% of the students choose to do *tasmi*' through Telegram, and 6.4% by telephone conversation. Conversely, the other applications that are not the choices for the instructors to conduct *tasmi*' online are Moodle, email, Google classroom, and others.

Table 3: *Tasmi*' Mode

<i>Tasmi</i> ' Mode	Frequency	Percent
WhatsApp	84	77.1
Google Meet	38	34.9
MS Teams	33	30.3
Telegram	11	10.1
Telephone Conversation	7	6.4
Moodle	3	2.8
Email	2	1.8
Other	2	1.8
Google Classroom	1	0.9
Zoom	1	0.9

Table 4 presents descriptive information of the dependent variable of this study. Student's Attitude is the dependent variable, which represents the extent of an individual *tahfiz* student's positive perceptions of online learning during the COVID-19 pandemic. The students rated the statements on a scale of 1 to 5, which represents 'very untrue for me' to 'very true for me'. The findings show that *tahfiz* students perceived the highest on 'the use of online learning has saved their time', with an average of 4.11. Meanwhile, the mean scores ranged between 3.16 to 3.30, representing a slight to moderate level on their attitude that online learning provides an attractive learning environment; it is a good idea; and it eases Quranic memorisation. Overall, they like online learning. However, the mean scores were less than 3 for the ability to have better revision and more motivated to memorise the Quran.

Table 4: Student's Attitude

Student's Attitude		Mean	Std. Deviation
The use of online learning has eased Quranic memorisation	SA1	3.28	1.138
The use of online learning has saved my time	SA2	4.11	0.985
I am able to exercise Quranic revision better through online learning	SA3	2.98	1.202

I feel more spirited to memorise the Quran through online learning	SA4	2.77	1.144
Using the online learning system is a good idea	SA5	3.22	1.141
The online learning system provides an attractive learning environment	SA6	3.16	1.124
Overall, I like using the online learning system	SA7	3.30	1.041

The instructor's role is the independent variable and characterises the students' perceptions on instructors' preparedness, enthusiasm, and interaction in online learning. The students assessed the level of the instructor's role on a scale of 1 to 5, from very low to very high respectively. In Table 5, the mean scores rated more than four for instructor's enthusiasm and interaction, and instructor preparedness at a mean score of 3.895.

Table 5: Descriptive Statistics of Independent Variables

Variables		Mean	Std. Deviation
Instructor's Preparedness	IP	3.895	.8521
Instructor's Enthusiasm	IE	4.197	.7531
Instructor's Interaction	II	4.061	.7428

Reliability Analysis

Reliability tests were conducted to determine the consistency of the responses in answering the questionnaires. The findings show that there is a high degree of agreement with regard to specific independent variables that have been tested in this study. Table 6 depicts the Cronbach Alpha for all variables to be in the magnitude above 0.8, which is in the acceptable range (Field, 2009). Therefore, there is a high consistency among the respondents in answering the questionnaires.

Table 6: Reliability

Variables		Cronbach's Alpha	N of Items
Students' Attitude	SA	0.903	7
Instructor's Preparedness	IP	0.820	4
Instructor's Enthusiasm	IE	0.916	4
Instructor's Interaction	II	0.892	3

Regression Analysis

The results of the regression analysis are presented in Table 7. The value of R^2 is 0.242, which indicates that the variables that are used in the study account for 24.2% of the variability of the *tahfiz* students' attitude towards online learning. More importantly, the model is significant at 0.00 level with F-ratio of 11.163.

Table 7: Regression

Variables	Standardised Coefficients	t-value	Sig.
	Beta		
(Constant)	0.791	1.759	0.082
Preparedness	0.215	1.871	0.640
Enthusiasm	0.481	2.721	0.008*
Interaction	-0.096	-0.510	0.611
R Square	0.242		
Adjusted R Square	0.220		
F-statistic	11.163		
*Significant at the 0.01 level (2-tailed)			

Only instructor’s enthusiasm was a significant predictor of student’s attitude at a significant p value less than 0.01, and thus, H2 is supported. This is consistent with the OECD report, which suggested that instructor’s enthusiasm is important to students’ attitude towards online learning (OECD, 2020). Meanwhile, there were no significant relationships found between instructor’s preparedness and interaction with the attitude of *tahfiz* students. Thus, H1 and H3 were not supported.

Discussion and Conclusion

Different categories of students, including *tahfiz* students, are affected differently by online learning. The learning method for *tahfiz* is often conducted face-to-face. However, owing to the rapid progress of technology and the challenge created by the COVID-19 pandemic, they have also gained experience with the online learning practice. This study examines the influence of instructor’s role towards the attitude of *tahfiz* students regarding online learning during the COVID-19 pandemic. Microsoft Teams and Moodle are two of the most commonly used modes in *tahfiz* online learning, and while several modes have been used for *tasmi*, the instructor’s preferred option for online *tasmi* is through WhatsApp.

The findings show that instructor’s enthusiasm is found to be positively significant on the *tahfiz* students’ attitude towards online learning. Instructor’s enthusiasm can be described as the possession of a passion and love of the subject, and demonstrating commitment to teaching (Keller et al., 2013). According to Sull (2012), instructor’s personality, including enthusiastic personality, really matters to the online learning process. The development of positive students’ attitudes is supported when instructors are able to express enthusiasm in their instruction. It is believed that instructors, in particular those in the *tahfiz* educational stream, may struggle to provide support in online learning - especially during the COVID-19 crisis - because of a lack of time, insufficient digital skills, or lack of curricular guidelines. The *tahfiz* instructors are individuals who have memorised the whole Quran (*Hafiz*), and thus the *tahfiz* students have a high anticipation towards their instructor’s enthusiasm. An instructor’s enthusiastic personality helps instil in their students’ positive subject-related affective experiences and a sense of the personal importance of the subject (Keller et al., 2014). OECD (2020) reported that instructor’s enthusiasm is found to be important for the development of positive attitudes towards learning and can ensure that students acquire the attitudes that can maximise their ability to make the most of online learning opportunities.

Meanwhile, instructor’s preparedness and interaction were found to not influence the attitude of *tahfiz* students towards online learning. Instructor’s preparedness involves the technological

knowledge, access to computers and the internet, and the level of support and encouragement from peers and the management (Bariham et al, 2020). The insignificant findings may be because *tahfiz* online classes mostly involve reviewing *tasmi* (reciting Quran memorisation), which is commonly conducted via Learning Management Systems (LMS) provided and managed by the institution such as Moodle and MS Teams. Thus, instructor's preparedness might not really matter to the *tahfiz* students. For instructor's interaction, past studies found that instructor's interaction has a significant effect towards online learning (Kunwar et al., 2020; Pituch & Lee, 2006). However, the finding of this study reported an insignificant relationship between instructor's interaction and *tahfiz* students' attitude towards online learning. One possible reason is that the nature of *tahfiz* classes requires students to recite the Quran memorisation to instructors. Interaction is only required when there are mistakes in their recitation. Moreover, other than *tasmi*, *tahfiz* students are to write a *tahriri* book. In the *tahriri* book, *tahfiz* students write the verses of the al-Quran that they have memorised and recited with the instructors. This activity does not require active interaction between instructors and students, and they may attempt the activity independently instead.

Practical and Social Implications

In the wake of the current, more harmful waves of the COVID-19 pandemic, this study holds implications for governments, institutions, and instructors in the process of implementing online learning, as well as to improve the role of instructors on *tahfiz* students' attitude towards online learning. From a practical perspective, this study offers implications for governments and universities in the process of adopting and improving online learning. Given that the Covid-19 pandemic is currently experiencing a more dangerous wave and education sector closures may possibly be extended, it is necessary to conduct a study to understand the factors that affect students' attitude towards online learning during the Covid-19 pandemic. This study not only offers implications for governments and higher learning institutions, particularly for *tahfiz* programmes to better prepare for the move from traditional learning to online learning during this pandemic, but also provides a good practice should there be a similar emergency in the future or to be considered as a good alternative practice.

Limitations and Suggestions for Future Research

While this study provides some significant implications to the newly emerging literature on the instructors' role and *tahfiz* students' attitude towards online learning, it also presents some limitations that must be considered in interpreting its findings. A clear limitation of this cross-sectional study is that students of only one higher educational institution at one point in time participated in this study. Therefore, it would be more interesting to include other institutions in future studies as the findings would be more meaningful for the education sector in Malaysia. Additionally, a longitudinal study would also be beneficial to determine any changes or trends in student's attitude. Since this study only focuses on undergraduate *tahfiz* programmes, readers should be careful in applying the findings and/or implications of this study to other education levels and programmes because they may have different perceptions.

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